

MIDLAND VALLEY HIGH

227 Mustang Drive
Graniteville, SC 29829

GRADES 9-12 High School

ENROLLMENT 1,177 Students

PRINCIPAL Margaret G. Mullen 803-593-7100

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of High Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 15 | 16 | 3 | 1 | 0 |

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Below Average | N/A |
| 2002 | Good | Below Average | N/A |
| 2003 | Good | Below Average | No |
| 2004 | Good | Excellent | Yes |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

| | Our School | | | High Schools with Students Like Ours | | |
|---------------------------|-------------------|-------------|-------------|---|-------------|-------------|
| Percent | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Passed 2 subtests | 73.2 | N/A | N/A | 76.6 | N/A | N/A |
| Passed 1 subtest | 14.4 | N/A | N/A | 12.7 | N/A | N/A |
| Passed no subtests | 12.4 | N/A | N/A | 10.7 | N/A | N/A |

EXIT EXAM PASSAGE RATE BY SPRING 2004

| | Our School | High Schools with Students Like Ours |
|----------------|-------------------|---|
| Percent | 95.0% | 94.7% |

ELIGIBILITY FOR LIFE SCHOLARSHIP

| Percent of | Our School | High Schools with Students Like Ours |
|--|-------------------|---|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 11.3 | 14.8 |
| Seniors who met the SAT/ACT requirement | 11.9 | 15.1 |
| Seniors who met the grade point average | 37.9 | 49.0 |

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

| | Our School | High Schools with Students Like Ours |
|---------------------------|-------------------|---|
| Number of Students | 264 | 229 |
| Number of Diplomas | 180 | 174 |
| Rate | 68.2% | 75.5% |

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2004 | | Eligibility for LIFE Scholarship | | Graduation Rate | | |
|--------------------------------|--|------|-------------------------------------|------|-----------------|------|------------------------|
| | n | % | n | % | n | % | Met State Objective |
| All Students | 220 | 95.0 | 177 | 11.3 | 264 | 68.2 | YES |
| Gender | | | | | | | |
| Male | 109 | 93.6 | 77 | 16.9 | 135 | 62.2 | N/A |
| Female | 111 | 96.4 | 100 | 7.0 | 129 | 74.4 | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 175 | 96.0 | 140 | 14.3 | 202 | 71.8 | N/A |
| African-American | 41 | 92.7 | 35 | 0.0 | 59 | 55.9 | |
| Asian/Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Hispanic | 4 | I/S | 2 | I/S | 3 | I/S | N/A |
| American Indian/Alaskan | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | |
| Non disabled | 207 | 95.7 | 170 | 11.8 | 237 | 72.2 | N/A |
| Disabilities other than speech | 13 | 84.6 | 7 | 0.0 | 27 | 33.3 | N/A |
| Migrant Status | | | | | | | |
| Migrant | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-migrant | 219 | 95.0 | 177 | 11.3 | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | 0 | N/A | 0 | N/A | 3 | I/S | N/A |
| Non-Limited English Proficient | 219 | 95.0 | 177 | 11.3 | 261 | 68.6 | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 70 | 88.6 | 59 | 0.0 | 109 | 49.5 | N/A |
| Full-pay meals | 149 | 98.0 | 118 | 16.9 | 155 | 81.3 | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 33.3% | | | | | | | | | |
| All Students | 300 | 96.3 | 11.9 | 35.7 | 30.1 | 22.3 | 61.3 | YES | YES |
| Gender | | | | | | | | | |
| Male | 138 | 95.7 | 15.6 | 30.3 | 36.1 | 18.0 | 62.3 | N/A | N/A |
| Female | 162 | 96.9 | 8.8 | 40.1 | 25.2 | 25.9 | 60.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 225 | 96.4 | 10.8 | 30.9 | 32.8 | 25.5 | 65.2 | YES | YES |
| African-American | 65 | 95.4 | 17.5 | 52.6 | 19.3 | 10.5 | 47.4 | YES | YES |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 257 | 96.1 | 5.2 | 34.3 | 34.8 | 25.8 | 70.0 | N/A | N/A |
| Disabled | 43 | 97.7 | 55.6 | 44.4 | N/A | N/A | 5.6 | I/S | YES |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 300 | 96.3 | 11.9 | 35.7 | 30.1 | 22.3 | 61.3 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 295 | 96.3 | 12.1 | 36.0 | 29.9 | 22.0 | 61.0 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 149 | 94.6 | 20.5 | 40.2 | 22.8 | 16.5 | 47.2 | YES | YES |
| Full-pay meals | 151 | 98.0 | 4.2 | 31.7 | 36.6 | 27.5 | 73.9 | N/A | N/A |
| Mathematics - State Performance Objective = 30.0% | | | | | | | | | |
| All Students | 300 | 96.3 | 22.6 | 31.1 | 31.1 | 15.2 | 57.8 | YES | YES |
| Gender | | | | | | | | | |
| Male | 138 | 97.1 | 24.2 | 25.8 | 31.5 | 18.5 | 58.9 | N/A | N/A |
| Female | 162 | 95.7 | 21.2 | 35.6 | 30.8 | 12.3 | 56.8 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 225 | 96.4 | 20.1 | 27.9 | 33.3 | 18.6 | 62.7 | YES | YES |
| African-American | 65 | 95.4 | 34.5 | 41.4 | 19.0 | 5.2 | 39.7 | YES | YES |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 257 | 96.5 | 15.4 | 31.6 | 35.5 | 17.5 | 65.8 | N/A | N/A |
| Disabled | 43 | 95.3 | 71.4 | 28.6 | N/A | N/A | 2.9 | I/S | YES |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 300 | 96.3 | 22.6 | 31.1 | 31.1 | 15.2 | 57.8 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 295 | 96.3 | 23.0 | 31.3 | 30.2 | 15.5 | 57.4 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 149 | 95.3 | 29.7 | 32.0 | 28.1 | 10.2 | 49.2 | YES | YES |
| Full-pay meals | 151 | 97.4 | 16.2 | 30.3 | 33.8 | 19.7 | 65.5 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|-------------------|------------------------------|---|---------------------------|
| Students (n= 1,177) | | | | |
| Retention rate | 11.4% | Up from 9.9% | 9.5% | 9.1% |
| Attendance rate | 94.1% | Down from 94.2% | 95.7% | 96.0% |
| Eligible for gifted and talented | 7.6% | Up from 5.5% | 8.3% | 5.8% |
| With disabilities other than speech | 13.5% | Up from 11.8% | 12.2% | 12.7% |
| Older than usual for grade | 11.6% | Down from 12.1% | 9.7% | 9.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.5% | Up from 1.4% | 2.0% | 1.6% |
| Enrolled in AP/IB programs | 6.1% | Down from 6.5% | 9.1% | 10.2% |
| Successful on AP/IB exams | 43.9% | | 51.0% | 53.8% |
| Annual dropout rate | 7.8% | Up from 6.4% | 3.7% | 2.7% |
| Career/technology students in co-curricular organizations | 6.0% | Down from 8.8% | 3.5% | 3.6% |
| Enrollment in career/technology center courses | 630 | Down from 667 | 471 | 466 |
| Students participating in worked-based experiences | 11.9% | Down from 18.2% | 30.4% | 25.7% |
| Career/technology students mastering core competencies | 71.6% | Down from 73.9% | 80.0% | 77.7% |
| Career/technology completers placed | 93.0% | Up from 92.7% | 97.6% | 99.3% |
| Teachers (n= 65) | | | | |
| Teachers with advanced degrees | 50.8% | Up from 47.8% | 54.2% | 52.0% |
| Continuing contract teachers | 75.4% | Down from 76.1% | 83.8% | 82.1% |
| Highly qualified teachers** | 84.3% | N/A | 89.2% | 89.5% |
| Teachers with emergency or provisional certificates | 8.9% | | 6.8% | 8.6% |
| Teachers returning from previous year | 86.9% | Down from 89.1% | 86.3% | 86.2% |
| Teacher attendance rate | 96.4% | Up from 96.0% | 95.7% | 95.3% |
| Average teacher salary | \$41,617 | Up 3.5% | \$41,269 | \$41,060 |
| Prof. development days/teacher | 5.2 days | Down from 6.6 days | 9.8 days | 10.6 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 4.8 | 3.0 |
| Student-teacher ratio in core subjects | 29.5 to 1 | Down from 30.6 to 1 | 27.9 to 1 | 26.4 to 1 |
| Prime instructional time | 89.8% | Down from 93.6% | 90.4% | 90.0% |
| Dollars spent per pupil* | \$5,645 | Up 4.5% | \$6,322 | \$6,310 |
| Percent of expenditures for teacher salaries* | 59.5% | Down from 60.3% | 57.4% | 57.9% |
| Opportunities in the arts | Excellent | No change | Excellent | Excellent |
| Parents attending conferences | 38.9% | Down from 42.5% | 92.2% | 89.3% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Average | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Highly qualified teachers in low poverty schools** | 90.4% | 92.0% |
| Highly qualified teachers in high poverty schools** | 92.7% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | No |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Midland Valley High School serves a diverse population of students from many small towns and communities, which make up the "Valley" area of Aiken County. Midland Valley High School's mission is to promote academic success, respect, life-long learning, and citizenship.

During the 2003-04 school year, MVHS successfully completed its re-accreditation process and met all standards set by the Southern Association of Colleges and Schools. As part of this process, we established specific goals and action plans in the following areas for the five-year period beginning in 2004: Academic Achievement, Good Citizenship, and Technology Skills. Reaching our goals will require a dedicated effort by our teachers and other school and district personnel, our students, our parents, and community leaders.

Midland Valley High School offers a wide variety of course offerings. Reading and math assistance classes and tutorial services are offered to students needing remedial instruction and support. Advanced Placement classes are offered in English, calculus, biology, and American history. We believe it is important for our students to have the opportunity to pursue rigorous course offerings while still in high school. We find that students with a good work ethic and with the academic qualifications to do AP work profit tremendously from participation in these challenging classes.

The new and more difficult HSAP (High School Assessment Program) Exit Exam was administered in April for the first time to tenth graders. We were awaiting results at press time. Also, this year for the first time, students took end-of-course tests in Algebra 1/Math Tech 2. In the spring of 2005, students in English 1, Algebra 1/Math Tech 2, Physical Science, and Biology 1/Applied Biology 2 will take the end-of-course tests for these subjects. End-of-course tests count 20% of the course grade.

The SAT scores of the class of 2004 show a moderate increase from the class of 2003. According to our calculations, the average HIGHEST score of all seniors' attempts on the verbal subtest was 499 and the average HIGHEST score on the mathematics subtest was 503 for a total average of 1002. The average composite score of the MOST RECENT SAT taken by MVHS seniors was 993. The Class of 2004 was offered more than \$1,500,000 in college scholarships.

As one can see below, the teachers' and parents' ratings for "Satisfaction with Home-School Relations" is low for both groups. We believe these ratings indicate a need to provide opportunities for parents and teachers to collaborate and develop procedures to improve parent-teacher and teacher-parent communication, which will be a priority for our school in the coming year.

Midland Valley High School is celebrating its twenty-fifth year during the 2004-05 school year. Happy Birthday, MVHS!!

Margaret G. Mullen, Principal

Robert F. Sawyer, MVHS School Improvement Council, Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 62 | 228 | 74 |
| Percent satisfied with learning environment | 94.9% | 60.1% | 64.9% |
| Percent satisfied with social and physical environment | 90.3% | 70.3% | 59.5% |
| Percent satisfied with home-school relations | 57.6% | 75.0% | 34.7% |

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.